IN THIS ISSUE

Feature Articles
The College Teacher, 1959—prepared by 19 alumni magazine editors ........................................ 4 through 20
The Place of Research in College Teaching—J. Harvey Kleinheksel ...................... 1
The Role of American Education in the World Today—Chris A. De Young .... 21

News Items
Hope's Salary Schedule for Teachers ................................................................. 2
Hope Reunion to be held in Germany ............................................................ 3
Dr. Brown's Tours ......................................................................................... 3
M.I.A.A. Basketball Champions .................................................................... 24
Recipients of Danforth Grants: Ezra F. Gearhart, Donald I. Fairchild ...... 25

Departments
Advanced Degrees ......................................................................................... 2
Birth Announcements, Wedding Announcements ....................................... 3
Representing Hope College, Overseas Mission ............................................ 25
Class Notes ................................................................................................... 25
Necrology ....................................................................................................... 25

Cover: Architect's drawing of a new women's residence to be constructed on the campus, starting in May. A million dollar loan from the Federal Housing and Home Finance Agency was approved in March. The dormitory, which will house 160 women and provide dining facilities for 450 persons, will be built on the southwest corner of Columbia Avenue and 10th Street. Built of Old Rose Streeter brick, it will match the more recently constructed buildings on the campus.

Published four times a year: January, April, July and October

Marian A. Stryker '31, Editor

Entered in the Post Office at Holland, Michigan as second class matter under the Act of August 24, 1912.
A good teacher is ever increasing mastery of what he knows: . . . His life and daily habits are a perpetual invitation to learning

The Place of Research in College Teaching

By J. Harvey Kleinheksel, Ph.D.

Population trends in the United States during the past two decades along with changing public attitude toward higher education and research, have posed a predicament for our colleges and universities. The tidal wave of increasing college enrollments is giving administrators and governing bodies apprehension and anxiety. The predicament is the inadequacy of operating funds to keep abreast of the rapidly growing needs of the institutions.

Requirement: Utmost freedom
That these principles are truly fundamental to our society is beyond argument. The preservation of the essential freedom of research and education must be assured. Is it, in fact, assured in the future, or is freedom threatened? If we consider seriously the predication of the inadequacy of operating funds, there is no escape from the view that freedom of research and education, in both its administrative and intellectual aspects, is indeed threatened.

Government agencies are supplying in growing amounts, funds for scholarly research but not to support the teaching function and other primary and essential activities in higher education. If the rapidly growing demands on institutions should bring about increasing unbalanced budgets, substantial federal support by government of all education would appear inevitable. Although present support by the government of research activities seems to have no associated control or intrusion, these may appear in subtle ways. They develop almost spontaneously, without plan or intent, simply because the expenditure of government funds calls for safeguards against improper disbursements and for checks to insure proper use. The exercise of such authority of guardianship of funds almost invariably becomes bureaucratic and can easily develop sinister aspects.

Research and teaching go together
The pursuit and advancement of knowledge through research and creative thinking must be uninhibited and must not be dictated to by anything or anybody but the researcher himself and his precious curiosity. This is the meeting ground for curious and active minds exploring intellectual matters. The two functions of research and teaching go together; one would dry up without the other; both must be alive and active.

Research: Intellectual undertaking
The report further states that whereas there are many definitions of the term basic research, the concept of basic research may comprise the systematic endeavor, without preconception, to increase our knowledge and understanding of history, science, literature or other areas, by careful investigation. It is pure research in that it has that quality of uncompromising objectivity, unconcern over specific aims, and absent of intent to exploit results. It is an intellectual undertaking, a searching experience in untravelled domains where the tolls are the experimental devices and aids of observations by which data are gathered, processed and made ready for interpretation. The trophies of this searching experience are new concepts and principles. They are fully shared through publication with all those who are interested in them.

For the most part, basic research is conducted by the men and women on the faculties of our colleges and universities. As we consider and discuss basic research, we should be aware of the fact that basic research and education are inseparable, especially research and education in the graduate schools of our colleges and universities. The importance of the teaching function of our institutions of higher learning can hardly be over-appraised.

If we take the usual meaning of basic research as contrasted with applied research, then we can say at once that the role of the colleges and universities is to perform a large part of the basic research and to train virtually all of the men engaged in research. The mission of the college is to create and transmit knowledge, consequently there is no possible conflict of purpose when basic research is carried out at a college.

(Continued on Page 2)
Colleges offer ideal setting for research

The colleges and universities offer the ideal setting for basic research. The strongest driving force in basic research is curiosity. This insatiable curiosity urges with a boundless thirst to penetrate the unknown, to uncover the secret, to find out what has not been known before. This human driving force of curiosity leads the researcher in his search for basic knowledge and explanation of basic phenomena, to work long hours and with great enthusiasm. Students have this curiosity and aid effectively in the research. Thus one reason why much basic research is handled best in the framework of the institutions of higher learning is because the focus on curiosity is the primary aim of the institution as well as the individual. This encourages a major responsibility for a flourishing program of basic research.

The Carnegie Foundation for the Advancement of Teaching with the financial support of the Carnegie Foundation, undertook in 1946 an experiment to demonstrate the value of continual study and research by college teachers. The report of this study, concluded in 1952, has been prepared by Howard Lowry and William Tausch, president and dean respectively at the College of Wooster, and issued by the Foundation under the title, "Research—Creative Activity and Teaching". Grants were made to a number of institutions grouped together regionally, to enable them to assist faculty members who wished to engage in the study in their own fields of competence either by reducing their teaching loads or by leaves of absence.

HOPE'S SALARY SCHEDULE FOR TEACHERS

The policy of setting faculty salaries, established by the Board of Trustees in 1947, is that they will be determined not by the known resources available but by the going rate for faculties of comparable competence. The "going rate" is determined through a biennial study of salaries paid in colleges throughout the country judged equal in standing and reputation to Hope College. Since the resources of most of these colleges far exceed those of Hope College the objective is not to equal the top institutions but to maintain a salary scale at the median or above.

Hope's salary schedule for 1958-59 is as follows: Instructors, $4000-4800; Assistant Professors, $4100-5400; Associate Professors, $5000-6300; Professors, $5600-7500.

Since this was the year for the biennial study of faculty salaries in comparable colleges, the survey revealed that Hope's mean salary for professors was in 28th place; for associate professors, 27th place; for assistant professors, 24th place and for instructors in 20th place. Colleges included in the recent survey were Albion, Allegheny, Antioch, Carleton, Cee, Colorado, Denison, De Pauw, Dickinson, Earlham, Grinnell, Hamline, Harvard, Hope, Kalamazoo, Kenyon, Lawrence, Mddletbury, Mills, Monmouth, Oberlin, Occidental, Redlands, Reed, Ripon, Swarthmore and Wooster.

As a result of the study and in accordance with the policy of the Board concerning salaries, a new salary schedule has been recommended by the faculty status committee to the Board of Trustees for consideration at the next annual meeting of the Board. If this schedule is adopted, Hope will be between 11th and 12th place on the mean salary schedule. The new schedule: Instructors, $4000-5300; Assistant Professors, $4800-6200; Associate Professors, $5500-7000; Professors, $6500-8500.

The end looked for was not in the results of study or research but in the improvement in teaching on the principle that "research and good teaching are vitally connected," and that no teacher or scholar should be judged or promoted by the sheer weight of his annual bibliography. Very often at its best, scholarship does not consist merely in what is usually called 'discoveries' but rather in the fresh and creative synthesis of facts already at hand.

Essence of scholarship is breadth

A line of demarcation should be drawn between scholarship and research. The latter term has been carried over from the sciences in which research is expected to result in discoveries. Such research as a whole tends to be directed toward a definite and specific end, whether anticipated or not. The paraphernalia of scholarship cannot be limited in this manner, for the essence of scholarship is breadth which is accompanied by imagination and vision and is constantly expanding as new relationships and directions are recognized.

Were such a line of demarcation accepted, it would lead to a radical reform in the requirements that are usually prescribed for the Ph.D. degree. This degree should attain to the completion of a period of apprenticeship to a master of scholarship and training in the methods of intellectual activity, all of which are more essential as a basis of good teaching than the production of "original" work or the "advance of knowledge".

It does not detract from the importance of the experiment to say that the most exciting description of the scholar teacher is that given in the following statement in the report: "One of the greatest teachers we have ever known, was a man who published almost nothing. But daily he read deeply and widely, thought in fresh ways about what he knew and was coming to know — learning, relating, comparing. His 55 years on the campus where he taught were years of increasing mastery of what he knew, and to his students his life and daily habits were a perpetual invitation to learning." The whole report on which this is taken is worthy of profound study. A successful direction has been opened up by the experiment, initiated by the Carnegie Foundation, as they conclude: 'to improve instruction is to stimulate creative activity amongst faculty members'.

Consider the conclusion of the report of the committee—to improve instruction is to stimulate creative activity amongst faculty members. If improved instruction is one of the requirements for the pursuit of excellence in our students, and basic research, this creative activity, is vital for our maintaining our position as foremost not only in our scientific achievements, but also in every other line of endeavor, then the colleges have the greatest opportunity for service to this country and humanity that has ever come to them. This is indeed a challenge and the colleges have been among the first to recognize it. But, they face a dilemma and the proper solution of these problems may well be the most important decision this country has ever had to make.

ADVANCED DEGREES

Charles W. Thomas '57, graduated American Institute for Foreign Trade (Latin America), January 27, Phoenix, Ariz.
Hans Veenin '53, Ph.D. Chemistry, Purdue U., January.
**BIRTH ANNOUNCEMENTS**

Louis P. '50 and Margaret Schoonveld '51 Kraay, Kevin Paul, December 10, Dearborn.

David '49 and Edna Menchhofer, Dale Robert, November 29, Spring Green, Wis.

Roger and Marjorie Van Ry '55N Kleis, Nancy Sue, August 7, 1958, Holland.

Kenneth R. '54N and Barbara Lubbers '55 De Pree, David Kenneth, February 5, Niles, Mich.

James G. '53N and Rhosan Stryker, Audrey Ellen, February 6, Grand Rapids.

Glenn and Lois Koopman '44 Miller, Cheryl Ann, January 15, Green Springs, O. Kenneth '52 and Anita Rynbrandt '51 Van Wyk, Jane Lynn, August 26, Kalamazoo.

Harold J. '42N and Dorothy Curtis '42 Dykema, Mark Curtis, January 20, Grand Rapids.

Ted E. and Mary Vande Wege Boeve, both '49, John Michael, June 19, Holland.

Jack E. '54 and Merilyn Kalee, Susan Lynn, December 8, Grand Rapids.

Jay G. '49 and Mrs. Rutgers, John Gregory, December 15, North Wales, Pa.

Karl '57 and Carolyn Essenbarg, Cindy Lee, November 2, Zeeland.

Vernon '45 and Lois Hinkamp '54 Boersma, Robert Vernon, January 19, Holland.


Jay E. '39 and Marian Folkert, Calvin Wayne, February 15, Holland.

Jack and Eleanor Robinson, '51 Zoeller, Susan Eleanor, January 14, Santa Cruz, Calif.

Roy '52 and Elsie Adelberg, Lisa Kristin, April 9, 1958, Monsey, N.Y.

Richard '56 and Kay Ten Haken, Vivian Kay, February 6, West Cathage, N.Y.

Thomas and Irene Little Malewitz, both '51, Debra Lynn, November 16, 1958, Gainesville, Fla.

Arthur and Suzellen Roest '51 Webb, Cynthia Ellen, December 16, Melvin, Ill.

A. James '38 and Iris Prins, Robin Reeves (daughter), February 28, Holland.

Arthur and Dorothy Kranendonk '50 Bosch, Barbara Dee, November 17, Pella, Iowa.

Roy '52 and Elsie Adelberg, Lisa Kristin, (adopted December) born April 9, 1958, Monsey, N.Y.

Sylvio '45 and Phyllis Van Setters '53 Scorza, Christine Marie (adopted March 10) 5 weeks old, Holland.

George and Eleanor Dalman Vanderhill (both '42), Luke James, February 22, Dearborn.

Wallace and Elsie Lou Lower '57 Hammond, Steven Wallace, December 21, St. Petersburg, Fla.

**ANNOUNCEMENTS**

William H. '56 and Doris Stoffregen '56 Latham, Beth Ann, March 6, New Brunswick, N.J.

William J. and Lee Fasce Holder, both '54, Paul Arthur, March 1, Lansing.

Gordon E. '53 and Jeananne Bondhouse '54 Thomas, Gretchen Ann, February 27, Kalamazoo.

Robert J. and M. Patricia Moran, '53 Conklin, Robert Joseph, January 27, Teaneck, N.J.

William '53 and Sheila Moran '54 O'Donnell, William Roth, Jr., January 28, Teaneck, N.J.

Wade H., Jr. '50 and Patricia Kinney '50N Moore, David Marshall (5th son), October 11, 1958, Cleveland, O.

Paul '51 and Olga Kilian '49 De Kok, Mary Cornelia, March 21, Holland.

Jack H. '54 and Betty Roodlofs '53 Miller, Susan, October 29, 1958, Holland.

Earl '54 and Charlotte Laman, Mark Stephen, September 26, 1958, Nooksack, Wash.

Nevin S. '54 and Dorothy Webster, John Robert, January 20, Ft. Leonard Wood, Mo.

**REUNION TO BE HELD IN GERMANY**

Nurnberg, Germany will be the site for this year's European Hope Alumni gathering. The date is Sunday, June 28, 1959.

During that weekend the Vienna Summer School group will again be host to Hope men stationed in Europe and other friends of Hope College. This year Dean Hinage and his wife will be traveling with the Hope group. Prof. Ezra Gearhart will join the group in Vienna.

A special Protestant service in English is planned for Sunday morning by the Reverend Paul G. Dietz, 1954 graduate of Western Theological Seminary and pastor of one of Nurnberg's large Lutheran congregations. While in Nurnberg the Hope group will also have an opportunity to attend some of the concerts of the International Organ Week.

All friends of the college who would like to meet the Hope group during this weekend are asked to write to Dr. Paul G. Fried ('46) at Hope College who will make room reservations and other arrangements for the group and its guests.

Hope Alumni and friends who will be in Europe this summer are also reminded that a cordial welcome will be extended to them if they come to Vienna between July 6 and August 14th while the Vienna Summer School is in session there.

The address of the Hope College Vienna Summer School is: Institute of European Studies, Neuer Markt 1, Vienna I.

Two Hope graduates will participate in the Vienna Summer School in 1959. Lynn Van't Hof ('58) will study with the group. Richard Bennett ('58) will travel with the group to Linz, Austria where he will spend the summer on an Industrial Fellowship. Twenty-five Hope students are registered for the program. Also registered are students from the following institutions: Calvin College, Denison University, Fullerton Junior College (California), Johns Hopkins University, Miami University (Ohio), Northwestern University, Pratt Institute, St. Olaf College (Minnesota), University of Michigan, Villanova University (Pennsylvania), Washington and Lee University, and Western Michigan University.

**DR. BROWN'S TOURS**

Dr. Donald Brown has space for a few more in either of his two European Tours for summer 1959. His tours are patronized by teachers and other professional people. Several members of this year's tours are of retirement age. Dr. Brown has been advertising in Saturday Review and other magazines, so a good part of the tour contingent are not Hope alumni. This should make for an interesting variety of backgrounds.
The supplement entitled "The College Teacher, 1959" starting on the next page and continuing for 16 pages is being included in alumni magazines of 249 colleges, universities and private secondary schools throughout the United States and Canada. This means that this report will reach more college alumni than any previous periodical in the history of American publishing. The total circulation of the survey will be 2,250,000 copies. This special report points up the problems and rewards of those who teach in higher education. Among other things, the report demonstrates that it is actually the college teacher himself who underwrites the cost of higher education through a low income far out of proportion to current living costs. At the same time, through the eyes of a typical professor, it shows the reason so many people choose the profession. And it shows what alumni can do to assure that their colleges can continue to equip young people with the tools of future leadership. The survey was prepared by 19 alumni magazine editors from all types of educational institutions. Its sponsor was the American Alumni Council, an international organization devoted to increasing alumni support of higher education. The editorial expenses were met in part by a grant from the Carnegie Corporation of New York.
"If I were sitting here and the whole outside world were indifferent to what I was doing, I would still want to be doing just what I am."
I'VE ALWAYS FOUND IT SOMEWHAT HARD TO SAY JUST WHY I CHOSE TO BE A PROFESSOR.

There are many reasons, not all of them tangible things which can be pulled out and explained. I still hear people say, "Those who can, do; those who can't, teach." But there are many teachers who can. They are teachers because they have more than the usual desire to communicate. They are excited enough about something to want to tell others, have others love it as they love it, tell people the how of something, and the why.

I like to see students who will carry the intellectual spark into the world beyond my time. And I like to think that maybe I have something to do with this.

THERE IS A CERTAIN FREEDOM IN THIS JOB, TOO.

A professor doesn't punch a time clock. He is allowed the responsibility of planning his own time and activities. This freedom of movement provides something very valuable—time to think and consider. I've always had the freedom to teach what I believe to be true. I have never been interfered with in what I wanted to say—either in the small college or in the large university. I know there have been and are infringements on academic freedom. But they've never happened to me.
I LIKE YOUNG PEOPLE.
I REGARD MYSELF AS YOUNG.

I'm still eager about many of the things I was eager about as a young man. It is gratifying to see bright young men and women excited and enthusiastic about scholarship. There are times when I feel that I'm only an old worn boulder in the never-ending stream of students. There are times when I want to flee, when I look ahead to a quieter life of contemplation, of reading things I've always wanted to read. Then a brilliant and likeable human being comes along, whom I feel I can help—and this makes it all the more worthwhile. When I see a young teacher get a start, I get a vicarious feeling of beginning again.
PEOPLE ASK ME ABOUT THE "DRAWBACKS" IN TEACHING.

I find it difficult to be glib about this. There are major problems to be faced. There is this business of salaries, of status and dignity, of anti-intellectualism, of too much to do in too little time. But these are problems, not drawbacks. A teacher doesn't become a teacher in spite of them, but with an awareness that they exist and need to be solved.

AND THERE IS THIS MATTER OF "STATUS."

Terms like "egghead" tend to suggest that the intellectual is something like a toadstool—almost physically different from everyone else. America is obsessed with stereotypes. There is a whole spectrum of personalities in education, all individuals. The notion that the intellectual is somebody totally removed from what human beings are supposed to be is absurd.
TODAY MAN HAS LESS TIME ALONE THAN ANY MAN BEFORE HIM.

But we are here for only a limited time, and I would rather spend such time as I have thinking about the meaning of the universe and the purpose of man, than doing something else. I've spent hours in libraries and on park benches, escaping long enough to do a little thinking. I can be found occasionally sitting out there with sparrows perching on me, almost.
"We may always be running just to keep from falling behind. But the person who is a teacher because he wants to teach, because he is deeply interested in people and scholarship, will pursue it as long as he can."
—Loren C. Eiseley

The circumstance is a strange one. In recent years Americans have spent more money on the trappings of higher education than ever before in history. More parents than ever have set their sights on a college education for their children. More buildings than ever have been put up to accommodate the crowds. But in the midst of this national preoccupation with higher education, the indispensable element in education—the teacher—somehow has been overlooked. The results are unfortunate—not only for college teachers, but for college teaching as well, and for all whose lives it touches.

If allowed to persist, present conditions could lead to so serious a decline in the excellence of higher education that we would require generations to recover from it.

Among educators, the problem is the subject of current concern and debate and experiment. What is missing, and urgently needed, is full public awareness of the problem—and full public support of measures to deal with it.

Here is a task for the college alumnus and alumna. No one knows the value of higher education better than the educated. No one is better able to take action, and to persuade others to take action, to preserve and increase its value.

Will they do it? The outlines of the problem, and some guideposts to action, appear in the pages that follow.
WILL WE RUN OUT OF COLLEGE TEACHERS?

No; there will always be someone to fill classroom vacancies. But quality is almost certain to drop unless something is done quickly

WHERE WILL THE TEACHERS COME FROM?

The number of students enrolled in America's colleges and universities this year exceeds last year's figure by more than a quarter million. In ten years it should pass six million—nearly double today's enrollment.

The number of teachers also may have to double. Some educators say that within a decade 495,000 may be needed—more than twice the present number.

Can we hope to meet the demand? If so, what is likely to happen to the quality of teaching in the process?

"Great numbers of youngsters will flood into our colleges and universities whether we are prepared or not," a report of the Carnegie Foundation for the Advancement of Teaching has pointed out. "These youngsters will be taught—taught well or taught badly. And the demand for teachers will somehow be at least partly met—if not with well-prepared teachers then with ill-prepared, if not with superior teachers then with inferior ones."

MOST IMMEDIATE is the problem of finding enough qualified teachers to meet classes next fall. College administrators must scramble to do so.

"The staffing problems are the worst in my 30 years' experience at hiring teaching staff," said one college president, replying to a survey by the U.S. Office of Education's Division of Higher Education.

"The securing and retaining of well-trained, effective teachers is the outstanding problem confronting all colleges today," said another.

One logical place to start reckoning with the teacher shortage is on the present faculties of American colleges and universities. The shortage is hardly alleviated by the fact that substantial numbers of men and women find it necessary to leave college teaching each year, for largely financial reasons. So serious is this problem—and so relevant is it to the college alumnus and alumnna—that a separate article in this report is devoted to it.

The scarcity of funds has led most colleges and universities to seek at least short-range solutions to the teacher shortage by other means.

Difficulty in finding young new teachers to fill faculty vacancies is turning the attention of more and more administrators to the other end of the academic line, where tried and able teachers are about to retire. A few institutions have modified the upper age limits for faculty. Others are keeping selected faculty members on the payroll past the usual retirement age. A number of institutions are filling their own vacancies with the cream of the men and women retired elsewhere, and two organizations, the Association of American Colleges and the American Association of University Professors, with the aid of a grant from the Ford Foundation, have set up a "Retired Professors Registry" to facilitate the process.

Old restraints and handicaps for the woman teacher are disappearing in the colleges. Indeed, there are special opportunities for her, as she earns her standing alongside the man who teaches. But there is no room for complacency here. We can no longer take it for granted that the woman teacher will be any more available than the man, for she exercises the privilege of her sex to change her mind about teaching as about other matters. Says Dean Nancy Duke Lewis of Pembroke College: "The day has passed when we could assume that every woman who earned her Ph.D. would go into college teaching. She needs something positive today to attract her to the colleges because of the welcome that awaits her talents in business, industry, government, or the foundations. Her freedom to choose comes at a time when undergraduate women particularly need distinguished women scholars to..."
inspire them to do their best in the classroom and laboratory—and certainly to encourage them to elect college teaching as a career."

**SOME HARD-PRESSED ADMINISTRATORS** find themselves forced to accelerate promotions and salary increases in order to attract and hold faculty members. Many are being forced to settle for less qualified teachers.

In an effort to attract and keep teachers, most colleges are providing such necessities as improved research facilities and secretarial help to relieve faculty members of paperwork and administrative burdens, thus giving faculty members more time to concentrate on teaching and research.

In the process of revising their curricula many colleges are eliminating courses that overlap one another or are considered frivolous. Some are increasing the size of lecture classes and eliminating classes they deem too small.

Finally, somewhat in desperation (but also with the firm conviction that the technological age must, after all, have something of value to offer even to the most basic and fundamental exercises of education), experiments are being conducted with teaching by films and television.

At Penn State, where televised instruction is in its ninth semester, TV has met with mixed reactions. Students consider it a good technique for teaching courses with large enrollments—and their performance in courses employing television has been as good as that of students having personal contact with their teachers. The reaction of faculty members has been less favorable. But acceptance appears to be growing: the number of courses offered on television has grown steadily, and the number of faculty members teaching via TV has grown, also.

Elsewhere, teachers are far from unanimity on the subject of TV. "Must the TV technicians take over the colleges?" asked Professor Ernest Earnest of Temple University in an article title last fall. "Like the conventional lecture system, TV lends itself to the sausage-stuffing concept of education," Professor Earnest said. The classroom, he argued, "is the place for testing ideas and skills, for the interchange of ideas"—objectives difficult to attain when one's teacher is merely a shadow on a fluorescent screen.

The TV pioneers, however, believe the medium, used properly, holds great promise for the future.

**FOR THE LONG RUN**, the traditional sources of supply for college teaching fall far short of meeting the demand. The Ph.D., for example, long regarded by many colleges and universities as the ideal "driver's license" for teachers, is awarded to fewer than 9,000 persons per year. Even if, as is probable, the number of students enrolled in Ph.D. programs rises over the next
few years, it will be a long time before they have traveled the full route to the degree.

Meanwhile, the demand for Ph.D.'s grows, as industry, consulting firms, and government compete for many of the men and women who do obtain the degree. Thus, at the very time that a great increase is occurring in the number of undergraduates who must be taught, the supply of new college teachers with the rank of Ph.D. is even shorter than usual.

"During each of the past four years," reported the National Education Association in 1958, "the average level of preparation of newly employed teachers has fallen. Four years ago no less than 31.4 per cent of the new teachers held the earned doctor's degree. Last year only 23.5 per cent were at this high level of preparation."

Here are some of the causes of concern about the Ph.D., to which educators are directing their attention:

- The Ph.D. program, as it now exists in most graduate schools, does not sufficiently emphasize the development of teaching skills. As a result, many Ph.D.'s go into teaching with little or no idea how to teach, and make a mess of it when they try. Many who don't go into teaching might have done so, had a greater emphasis been laid upon it when they were graduate students.

- The Ph.D. program is indefinite in its time requirements: they vary from school to school, from department to department, from student to student, far more than seems warranted. "Generally the Ph.D. takes at least four years to get," says a committee of the Association of Graduate Schools. "More often it takes six or seven, and not infrequently ten to fifteen... If we put our heads to the matter, certainly we ought to be able to say to a good student: 'With a leeway of not more than one year, it will take you so and so long to take the Ph.D.'

- "Uncertainty about the time required," says the Association's Committee on Policies in Graduate Education, "leads in turn to another kind of uncertainty—financial uncertainty. Doubt and confusion on this score have a host of disastrous effects. Many superior men, facing unknowns here, abandon thoughts about working for a Ph.D. and realistically go off to law or the like..."

Although roughly half of the teachers in America's colleges and universities hold the Ph.D., more than three quarters of the newcomers to college and university teaching, these days, don't have one. In the years ahead, it appears inevitable that the proportion of Ph.D.'s to non-Ph.D.'s on America's faculties will diminish.

Next in line, after the doctorate, is the master's degree.
For centuries the master’s was “the” degree, until, with
the growth of the Ph.D. in America, it began to be moved
into a back seat. In Great Britain its prestige is still high.
But in America the M.A. has, in some graduate schools,
deteriorated. Where the M.A.’s standards have been kept
high, on the other hand, able students have been able to
prepare themselves, not only adequately but well, for
college teaching.

Today the M.A. is one source of hope in the teacher
shortage. “If the M.A. were of universal dignity and
good standing,” says the report of the Committee on
Policies in Graduate Education, “... this ancient degree
could bring us succor in the decade ahead...”

“The nub of the problem... is to get rid of ‘good’ and
‘bad’ M.A.’s and to set up generally a ‘rehabilitated’
degree which will have such worth in its own right that
a man entering graduate school will consider the possi-
ibility of working toward the M.A. as the first step to the
Ph.D. . . .”

One problem would remain. “If you have a master’s
degree you are still a mister and if you have a Ph.D., no
matter where it is from, you are a doctor,” Dean G. Bruce
Dearing, of the University of Delaware, has said. “The
town looks at you differently. Business looks at you dif-
ferently. The dean may; it depends on how discriminating
he is.”

The problem won’t be solved, W. R. Dennes, former
dean of the graduate school of the University of California
at Berkeley, has said, “until universities have the courage
... to select men very largely on the quality of work they
have done and soft-pedal this matter of degrees.”

A point for parents and prospective students to remem-
ber—and one of which alumni and alumnae might re-
mind them—is that counting the number of Ph.D.’s in a
college catalogue is not the only, or even necessarily the
best, way to judge the worth of an educational institution
or its faculty’s abilities. To base one’s judgment solely on
such a count is quite a temptation, as William James noted
56 years ago in “The Ph.D. Octopus”: “The dazzled read-
er of the list, the parent or student, says to himself, ‘This
must be a terribly distinguished crowd—their titles shine
like the stars in the firmament; Ph.D.’s, Sc.D.’s, and
Litt.D.’s bespeak the page as if they were sprinkled over
it from a pepper caster.”

The Ph.D. will remain higher education’s most honored
earned degree. It stands for a depth of scholarship and
productive research to which the master has not yet
addressed himself so intensively. But many educational
leaders expect the doctoral programs to give more em-
phasis to teaching. At the same time the master’s degree
will be strengthened and given more prestige.

In the process the graduate schools will have taken a
long step toward solving the shortage of qualified college
teachers.

SOME OF THE CHANGES being made by colleges and
universities to meet the teacher shortage constitute
reasonable and overdue reforms. Other changes are
admittedly desperate—and possibly dangerous—attempts
to meet today’s needs.

The central problem is to get more young people
interested in college teaching. Here, college alumni and
alumnae have an opportunity to provide a badly needed
service to higher education and to superior young people
themselves. The problem of teacher supply is not one
with which the college administrator is able to cope alone.

President J. Seelye Bixler, of Colby College, recently
said: “Let us cultivate a teacher-centered point of view.
There is tragedy as well as truth in the old saying that in
Europe when you meet a teacher you tip your hat, whereas
over here you tap your head. Our debt to our teachers is
very great, and fortunately we are beginning to realize
that we must make some attempt to balance the account.
Money and prestige are among the first requirements.

“Most important is independence. Too often we sit
back with the comfortable feeling that our teachers have
to all the freedom they desire. We forget that the payoff
comes in times of stress. Are we really willing to allow
them independence of thought when a national emergency
is in the offing? Are we ready to defend them against all
pressure groups and to acknowledge their right to act as
critics of our customs, our institutions, and even our
national policy? Evidence abounds that for some of our
more vociferous compatriots this is too much. They see no
reason why such privileges should be offered or why a
teacher should not express his patriotism in the same out-
worn and often irrelevant shibboleths they find so dear
and so hard to give up. Surely our educational task has
not been completed until we have persuaded them that a
teacher should be a pioneer, a leader, and at times a non-
conformist with a recognized right to dissent. As Howard
Mumford Jones has observed, we can hardly allow our-
selves to become a nation proud of machines that think
and suspicious of any man who tries to.”

By lending their support to programs designed to im-
prove the climate for teachers at their own colleges, alumni
can do much to alter the conviction held by many that
teaching is tolerable only to martyrs.
WHAT PRICE DEDICATION?

Most teachers teach because they love their jobs. But low pay is forcing many to leave the profession, just when we need them most.

Every Tuesday evening for the past three and a half months, the principal activity of a 34-year-old associate professor of chemistry at a first-rate midwestern college has centered around Section 3 of the previous Sunday's New York Times. The Times, which arrives at his office in Tuesday afternoon's mail delivery, customarily devotes page after page of Section 3 to large help-wanted ads, most of them directed at scientists and engineers. The associate professor, a Ph.D., is job-hunting.

"There's certainly no secret about it," he told a recent visitor. "At least two others in the department are looking, too. We'd all give a lot to be able to stay in teaching; that's what we're trained for, that's what we like. But we simply can't swing it financially."

"I'm up against it this spring," says the chairman of the physics department at an eastern college for women. "Within the past two weeks two of my people, one an associate and one an assistant professor, turned in their resignations, effective in June. Both are leaving the field—one for a job in industry, the other for government work. I've got strings out, all over the country, but so far I've found no suitable replacements. We've always prided ourselves on having Ph.D.'s in these jobs, but it looks as if that's one solution we'll have to break in 1959-60."

"We're a long way from being able to compete with industry when young people put teaching and industry on the scales," says Vice Chancellor Vern O. Knudsen of UCLA. "Salary is the real rub, of course. Ph.D.'s in physics here in Los Angeles are getting $8-12,000 in industry without any experience, while about all we can offer them is $5,500. Things are not much better in the chemistry department."

One young Ph.D. candidate sums it up thus: "We want to teach and we want to do basic research, but industry offers us twice the salary we can get as teachers. We talk it over with our wives, but it's pretty hard to turn down $10,000 to work for less than half that amount."

"That woman you saw leaving my office: she's one of our most brilliant young teachers, and she was ready to leave us," said a women's college dean recently. "I persuaded her to postpone her decision for a couple of months, until the results of the alumnae fund drive are in. We're going to use that money entirely for raising salaries, this year. If it goes over the top, we'll be able to hold some of our best people. If it falls short... I'm on the phone every morning, talking to the fund chairman, counting those dollars, and praying."

The dimensions of the teacher-salary problem in the United States and Canada are enormous. It has reached a point of crisis in public institutions and in private institutions, in richly endowed institutions as well as in poorer ones. It exists even in Catholic colleges and universities, where, as student populations grow, more and more laymen must be found in order to supplement the limited number of clerics available for teaching posts.

"In a generation," says Seymour E. Harris, the distinguished Harvard economist, "the college professor has lost 50 per cent in economic status as compared to the average American. His real income has declined sub-
stantially, while that of the average American has risen by 70–80 per cent.”

Figures assembled by the American Association of University Professors show how seriously the college teacher’s economic standing has deteriorated. Since 1939, according to the AAUP’s latest study (published in 1958), the purchasing power of lawyers rose 34 per cent, that of dentists 54 per cent, and that of doctors 98 per cent. But at the five state universities surveyed by the AAUP, the purchasing power of teachers in all ranks rose only 9 per cent. And at twenty-eight privately controlled institutions, the purchasing power of teachers’ salaries dropped by 8.5 per cent. While nearly everybody else in the country was gaining ground spectacularly, teachers were losing it.

The AAUP’s sample, it should be noted, is not representative of all colleges and universities in the United States and Canada. The institutions it contains are, as the AAUP says, “among the better colleges and universities in the country in salary matters.” For America as a whole, the situation is even worse.

The National Education Association, which studied the salaries paid in the 1957–58 academic year by more than three quarters of the nation’s degree-granting institutions and by nearly two thirds of the junior colleges, found that half of all college and university teachers earned less than $6,015 per year. College instructors earned a median salary of only $4,562—not much better than the median salary of teachers in public elementary schools, whose economic plight is well known.

The implications of such statistics are plain.

“Higher salaries,” says Robert Lekachman, professor of economics at Barnard College, “would make teaching a reasonable alternative for the bright young lawyer, the bright young doctor. Any ill-paid occupation becomes something of a refuge for the ill-trained, the lazy, and the incompetent. If the scale of salaries isn’t improved, the quality of teaching won’t improve; it will worsen. Unless Americans are willing to pay more for higher education, they will have to be satisfied with an inferior product.”

Says President Margaret Clapp of Wellesley College, which is devoting all of its fund-raising efforts to accumulating enough money ($15 million) to strengthen faculty salaries: “Since the war, in an effort to keep alive the profession, discussion in America of teachers’ salaries has necessarily centered on the minimums paid. But insofar as money is a factor in decision, wherever minimums only are stressed, the appeal is to the underprivileged and the timid; able and ambitious youths are not likely to listen.”

WHAT IS THE ANSWER?

It appears certain that if college teaching is to attract and hold top-grade men and women, a drastic step must be taken: salaries must be doubled within five to ten years.

There is nothing extravagant about such a proposal; indeed, it may dangerously understate the need. The current situation is so serious that even doubling his salary would not enable the college teacher to regain his former status in the American economy.

Professor Harris of Harvard figures it this way:

For every $100 he earned in 1930, the college faculty member earned only $85, in terms of 1930 dollars, in 1957. By contrast, the average American got $175 in 1957 for every $100 he earned in 1930. Even if the professor’s salary is doubled in ten years, he will get only a
$70 increase in buying power over 1930. By contrast, the average American is expected to have $127 more buying power at the end of the same period.

In this respect, Professor Harris notes, doubling faculty salaries is a modest program. "But in another sense," he says, "the proposed rise seems large indeed. None of the authorities . . . has told us where the money is coming from." It seems quite clear that a fundamental change in public attitudes toward faculty salaries will be necessary before significant progress can be made.

Finding the money is a problem with which each college must wrestle today without cease.

For some, it is a matter of convincing taxpayers and state legislators that appropriating money for faculty salaries is even more important than appropriating money for campus buildings. (Curiously, buildings are usually easier to "sell" than pay raises, despite the seemingly obvious fact that no one was ever educated by a pile of bricks.)

For others, it has been a matter of fund-raising campaigns ("We are writing salary increases into our 1959-60 budget, even though we don't have any idea where the money is coming from," says the president of a privately supported college in the Mid-Atlantic region); of finding additional salary money in budgets that are already spread thin ("We're cutting back our library's book budget again, to gain some funds in the salary accounts"); of tuition increases ("This is about the only private enterprise in the country which gladly subsidizes its customers; maybe we're crazy"); of promoting research contracts ("We claim to be a privately supported university, but what would we do without the AEC?"); and of bargaining.

"The tendency to bargain, on the part of both the colleges and the teachers, is a deplorable development," says the dean of a university in the South. But it is a growing practice. As a result, inequities have developed: the teacher in a field in which people are in short supply or in industrial demand—or the teacher who is adept at "campus politics"—is likely to fare better than his colleagues who are less favorably situated.

"Before you check with the administration on the actual appointment of a specific individual," says a faculty man quoted in the recent and revealing book, The Academic Marketplace, "you can be honest and say to the man, 'Would you be interested in coming at this amount?' and he says, 'No, but I would be interested at this amount.'" One result of such bargaining has been that newly hired faculty members often make more money than was paid to the people they replace—a happy circumstance for the newcomers, but not likely to raise the morale of others on the faculty.

"We have been compelled to set the beginning salary of such personnel as physics professors at least $1,500 higher than salaries in such fields as history, art, physical education, and English," wrote the dean of faculty in a state college in the Rocky Mountain area, in response to a recent government questionnaire dealing with salary practices. "This began about 1954 and has worked until the present year, when the differential perhaps may be increased even more."

Bargaining is not new in Academe (Thorstein Veblen referred to it in The Higher Learning, which he wrote in
1918), but never has it been as widespread or as much a matter of desperation as today. In colleges and universities, whose members like to think of themselves as equally dedicated to all fields of human knowledge, it may prove to be a weakening factor of serious proportions.

Many colleges and universities have managed to make modest across-the-board increases, designed to restore part of the faculty's lost purchasing power. In the 1957-58 academic year, 1,197 institutions, 84.5 per cent of those answering a U.S. Office of Education survey question on the point, gave salary increases of at least 5 per cent to their faculties as a whole. More than half of them (248 public institutions and 329 privately supported institutions) said their action was due wholly or in part to the teacher shortage.

Others have found fringe benefits to be a partial answer. Providing low-cost housing is a particularly successful way of attracting and holding faculty members; and since housing is a major item in a family budget, it is as good as or better than a salary increase. Oglethorpe University in Georgia, for example, a 200-student, private, liberal arts institution, long ago built houses on campus land (in one of the most desirable residential areas on the outskirts of Atlanta), which it rents to faculty members at about one-third the area's going rate. (The cost of a three-bedroom faculty house: $50 per month.) "It's our major selling point," says Oglethorpe's president, Donald Agnew, "and we use it for all it's worth."

Dartmouth, in addition to attacking the salary problem itself, has worked out a program of fringe benefits that includes full payment of retirement premiums (16 per cent of each faculty member's annual salary), group insurance coverage, paying the tuition of faculty children at any college in the country, liberal mortgage loans, and contributing to the improvement of local schools which faculty members' children attend.

Taking care of trouble spots while attempting to whittle down the salary problem as a whole, searching for new funds while reapportioning existing ones, the colleges and universities are dealing with their salary crises as best they can, and sometimes ingeniously. But still the gap between salary increases and the rising figures on the Bureau of Labor Statistics' consumer price index persists.

How can the gap be closed?

First, stringent economies must be applied by educational institutions themselves. Any waste that occurs, as well as most luxuries, is probably being subsidized by low salaries. Some "waste" may be hidden in educational theories so old that they are accepted without question; if so, the theories must be re-examined and, if found invalid, replaced with new ones. The idea of the small class, for example, has long been honored by administrators and faculty members alike; there is now reason to suspect that large classes can be equally effective in many courses—a suspicion which, if found correct, should be translated into action by those institutions which are able to do so. Tuition may have to be increased—a prospect at which many public-college, as well as many private-college, educators shudder, but which appears justified and fair if the increases can be tied to a system of loans, scholarships, and tuition rebates based on a student's or his family's ability to pay.

Second, massive aid must come from the public, both in the form of taxes for increased salaries in state and municipal institutions and in the form of direct gifts to both public and private institutions. Anyone who gives money to a college or university for unrestricted use or earmarked for faculty salaries can be sure that he is making one of the best possible investments in the free world's future. If he is himself a college alumnus, he may consider it a repayment of a debt he incurred when his college or university subsidized a large part of his own education (virtually nowhere does, or did, a student's tuition cover costs). If he is a corporation executive or director, he may consider it a legitimate cost of doing business; the supply of well-educated men and women (the alternative to which is half-educated men and women) is dependent upon it. If he is a parent, he may consider it a premium on a policy to insure high-quality education for his children—quality which, without such aid, he can be certain will deteriorate.

Plain talk between educators and the public is a third necessity. The president of Barnard College, Millicent C. Mcintosh, says: "The 'plight' is not of the faculty, but of the public. The faculty will take care of themselves in the future either by leaving the teaching profession or by never entering it. Those who care for education, those who run institutions of learning, and those who have children—all these will be left holding the bag." It is hard to believe that if Americans—and particularly college alumni and alumnae—had been aware of the problem, they would have let faculty salaries fall into a sad state. Americans know the value of excellence in higher education too well to have blithely let its basic element—excellent teaching—slip into its present peril. First we must rescue it; then we must make certain that it does not fall into disrepair again.
Some Questions for Alumni and Alumnae

- Is your Alma Mater having difficulty finding qualified new teachers to fill vacancies and expand its faculty to meet climbing enrollments?

- Has the economic status of faculty members of your college kept up with inflationary trends?

- Are the physical facilities of your college, including laboratories and libraries, good enough to attract and hold qualified teachers?

- Is your community one which respects the college teacher? Is the social and educational environment of your college’s “home town” one in which a teacher would like to raise his family?

- Are the restrictions on time and freedom of teachers at your college such as to discourage adventurous research, careful preparation of instruction, and the expression of honest conviction?

- To meet the teacher shortage, is your college forced to resort to hiring practices that are unfair to segments of the faculty it already has?

- Are courses of proved merit being curtailed? Are classes becoming larger than subject matter or safeguards of teacher-student relationships would warrant?

- Are you, as an alumnus, and your college as an institution, doing everything possible to encourage talented young people to pursue careers in college teaching?

If you are dissatisfied with the answers to these questions, your college may need help. Contact alumni officials at your college to learn if your concern is justified. If it is, register your interest in helping the college authorities find solutions through appropriate programs of organized alumni cooperation.
EDITORIAL STAFF

DAVID A. BURR
The University of Oklahoma

DAN H. FENN, Jr.
Harvard University

RANDOLPH L. FORT
Emory University

CORBIN GWALTNEY
The Johns Hopkins University

L. FRANKLIN HEALD
The University of New Hampshire

CHARLES M. HELMKEN
St. John's University

JEAN D. LINEHAN
The American Alumni Council

ROBERT L. PAYTON
Washington University

MARIAN POVERMAN
Barnard College

FRANCES PROVENCE
Baylor University

ROBERT M. RHODES
Lehigh University

WILLIAM SCHRAMM
The University of Pennsylvania

VERNE A. STADTMAN
The University of California

FREDERIC A. STOTT, Jr.
Phillips Academy, Andover

FRANK J. TATE
The Ohio State University

ERIK WENSBERG
Columbia University

CHARLES E. WIDMAYER
Dartmouth College

REBA WILCOXON
The University of Arkansas

CHESLEY WORTHINGTON
Brown University

ACKNOWLEDGMENTS

Photographs: ALAN J. BEARDEN
Printing: R. R. DONNELLEY & SONS CO.

This survey was made possible in part by funds granted by Carnegie Corporation of New York. That Corporation is not, however, the author, owner, publisher, or proprietor of this publication and is not to be understood as approving by virtue of its grant any of the statements made or views expressed therein.

The editors are indebted to Loren C. Eiseley, professor of anthropology at the University of Pennsylvania, for his contributions to the introductory picture section of this report.

No part of this report may be reprinted without express permission of the editors.
The Role of
AMERICAN EDUCATION
IN THE WORLD TODAY

By Chris A. De Young

I would like to discuss the topic in two parts. Reading the title from right to left, let us first take a look at "The world today." This will be a backdrop for presenting the role of American education.

1. THE WORLD TODAY

I would like to enumerate briefly six characteristics of the world with which American education must reckon if it is to perform a functional role.

1. OLD WORLD. Coming from a country as young as the United States, the traveller to other lands is impressed anew with the fact that we live in an old world. Trips to London have multiplied the impression that England is an ancient land. After eight hundred and fifty years, the Tower of London, with its interesting displays of antiquated weapons and long-used crown jewels, serves as a relatively recent landmark in the history of England, where one still finds tangible evidence of the remote Roman reign.

The ancient city of Rome clinched the cumulative conviction that we live on a modern stage which has an older background. The Forum, the Colosseum, and the prison where some of Christ's disciples were incarcerated, stretch one's memory back to the days of the New Testament. Thanks to the work of the archeologists, the visit to the Valley of Kings in Luxor, Egypt, with its relics of dead dynasties dating to 2400 B.C., unearthed the faraway yester-years of the Old Testament. The trip to Babylon brought to sight the waning wall on which was the handwriting Nebuchadnezzar's son asked Daniel to interpret, and the nearly placid pool of water where once stood the Tower of Babel.

Then India, with its prehistoric, dateless days of Indic Society, precipitously plunged one further back into hoary human history. Scores of other countries and societies, with unknown history beyond the seeable horizon, remind the American educator of what Arnold J. Toynbee calls "the backward extension in time." Certainly the old-world civilizations are ancient.

The implications of antiquity for American education is that we must not seek "quickie" ready-made solutions for the ancient, complex problems of other older nations.

2. NEW WORLD. In travelling around the globe, one sees interesting combinations of the old and the new, for this is also a new world. For example, a few years ago a friend asked us to locate for him one of our stopping places, Djakarta, for he could not find it on a relatively recent map. Djakarta is the new name for Batavia, Java. Many other places have new, nationalized names and faces.

The recent changes in nomenclature are symbolic of the green world in which we live, and move, and have our being. In this new order Japan is today an ally of the nation she once attacked at Pearl Harbor. The independence of Indonesia, India, Pakistan, Ceylon, Burma, Cambodia, Ghana, and other new-born nations, torn from their mothers, reminds us that much of this old world is new-fledged—born again politically. Modern materials and teaching techniques are sorely needed in understanding and interpreting potentialities of these new nations.

This new world demands of education a modern design, creatively conceived and boldly executed. New instrumentalities and modern methods are needed in this new-old world.

3. LARGE WORLD. We live in a large world. The extension of man's curiosity into outer space, markedly enlarges his horizon. But the globe itself is huge with its circumference of almost 25,000 miles. This, the fifth largest planet, has an area of almost 200,000,000 square miles. Although no one has ever weighed the earth, it is estimated that it weighs more than six sextillion tons. I have stood with my head in the clouds on the shoulders of Nanga Parbat in Kashmir with its peak towering up 26,660 feet. I have washed my feet in the Dead Sea in Jordan which is 1,200 feet below sea level. I live not very far from the Mississippi-Missouri River Basin which stretches out nearly four thousand miles. Geographically the world is big. Nearly three billions of people inhabit this year. Soon there will be five billions. Population pressures are found in numerous countries around this big earth.

This large world has huge problems and it takes gigantic thinking to solve its perplexities. But this huge earth has also great possibilities.

4. SMALL WORLD. Paradoxically, this is a small world. Last semester a teacher came to our campus at Illinois State Normal University from Indonesia. When I first met her I immediately started to practice the language of my father and mother—the Dutch tongue. She quickly replied, "Dit is een kleine wereld." This is a small world in which we live. When Vander Borgh and I went to India thirty-eight years ago, it took us more than 50
days to reach our destination. Next month I shall be flying to Cambodia and can reach my destination, Phnom Penh, half way around the world, within less than two days after leaving the forty-ninth state of Alaska. No place in this world is farther away than tomorrow night. William M. Allen, president of Boeing Airplane Company recently said: "The coming of commercial jets will, in effect, make the world 40 percent smaller. And that is just the beginning." As the diameter of the earth shrinks our hearts and minds should enlarge. As the poet has said, "The world stands out on either side no wider than the heart is wide.

5. Divided World. This old, new, large and small world is deeply divided. When Wendell Wilkie returned from his short tour around the world, he wrote an interesting and inspirational volume entitled, One World. After a third trip around this globe, one must be realistic and admit that in the second half of the twentieth century this world is disastrously divided: it is not one. Heterogeneity and diversification are necessary, but cleavages create crises.

In nearly all of the countries visited there was substantial, accumulative evidence of dire divisions internally. There are two China, two Korea, two Vietnams, Germany and Austria are divided into eight parts. The India of eleven years ago is split into India and Pakistan—both seeking acquisition of fertile Kashmir, the Switzerland of Asia. Europe remains a house divided.

Then, internationally, the East-West duel continues militarily and ideologically. Wars and rumors of wars persist. The present armament race, the most gigantic in all history, further partitions our war-weary world. Thus not only are certain countries seriously split within themselves but the whole world is divided by critical cleavages, including neutral nations, the Arab block, as well as the East and West.

6. One Educational World. This divided world should be one at least educationally. The current International Geophysical year with more than sixty nations cooperating in scientific endeavor is proof that education should be for a better world. This old and new, large and small, and divided world should be one educationally. This is a challenge to "Educational Leadership" and those engaged in supervision and curriculum development. We are independent members of a world-wide profession, but we are so mutually dependent that we are interdependent. Educational isolationism must die in an age of professional interdependence. In an age when science splits atoms, education must help unite peoples. Atomic fission most needs to be balanced by educational cohesion. Too often in the past professional fission has produced educational confusion. In a world divided politically, we must present a united front educationally.

One practical plan for building educational bridges around the world is through membership and participation in international professional organizations, such as WCOTP and UNESCO. The translation of more teaching-learning materials into various languages would help markedly to promote one educational world. A large-scale, personalized program of exchanging students and teachers would stimulate greatly the import and export of professional ideas and ideals. It is a truism that the best way to send an idea abroad is to wrap it up in a person.

The centrifugal forces that tear men asunder ought to be counteracted by centripetal forces that draw educators together toward the universal center, the child in any and every land. Our oneness as a profession and our universal task dictate that we accent less our differences and stress more our common denominator.

The resistance to the ideal of one educational world is great. But the goal is greater than the obstacles, and our opportunity for achieving it is the greatest in the history of our profession.

II. THE ROLE OF AMERICAN EDUCATION

Part two of this presentation deals with the role of American education in today's world. An absent-minded professor needs a mnemonic so I have selected the alphabetical letter "p" as the initial letter of the five key words.

Philosophy
The greatest need of our day is not a scientist but a philosopher and poet who can put a hope in our hearts, and a song on our lips. The philosophy of education that undergirds American education, especially in its international aspects needs to be re-evaluated. A deep, sustaining philosophy is more likely to result from the leisure meditation of the Indian Oriental who spends much time in contemplative thought than from the mile-a-minute dash of the occidental who does his thinking while he is talking. A frame of reference for the goals of American education should have at least four dimensions.

Depth
In Shakespearean language, the workers in the field of international education are challenged to seek a dimension that is "deeper than e'er plummet sounded." Figuratively, some international houses are being erected on sand. We must be "like unto a wise man, which built his house upon a rock." The bedrock for the promotion and interpretation of international education is a basic set of penetrating principles upon which the heavy and large superstructure is to be erected. In fathoming for depth beyond shallow emotionalism, one asks the thousands of educators interested in world affairs, "What is your philosophy of international education?" "On what principles is your program based?" "What are some of the foundation stones in international education?" Seldom does one find an internationalistic educator or group of persons who have committed to writing their basic philosophy of world co-operation.

The political scientist gives us a realistic base. He recognizes the role of government. He sees the relation of the national to the international. Foreign diplomats represent nations. The UN is a collection of 80 nations banded together for improving international understanding and co-operation. In these days of rising nationalism, especially in the new-born countries, one must realize that a country wants its own flag, its own national anthem, its own national language and its own form of government. The official base then for international relations is the organized entity called the nation or country.

The classroom teacher is the first to recognize also that the living basis of international education is people. To paraphrase the immortal words of Abraham Lincoln, international relations are of the people, by the people, and for the people. The area of human relations is one of the foundation stones on which international education is built. Three billion people overshadow trillions of dollars.

An effective instrument for reaching greater depth in international understanding is research. This scientific tool is sadly neglected in most programs of international education. The United Nations Educational Organization has, of course, conducted considerable research. Among the many reasons for the paucity and inadequacy of research are lack of funds and the dearth of trained personnel with the technical know-how and language versatility. In seeking American staff members for our new teachers college in Cambodia we have had to put most applications in the wastebasket, because the applicants could not speak French. Most Americans are tongue-tied overseas. At our institution we plan to start teaching Russian next year.

Width
Another challenge of international education obviously is that of geographical width as extensive as the equator that circles the shrinking globe. A specific lacuna is contact with the "less popular"
countries and peoples, rapidly assuming greater political importance. One might add here, following a recent visit to "down under," that we need to have more contacts with Australia—a continental island as large as the United States. At least part of the misunderstanding of America abroad can be attributed to the fact that many overseas visitors do not contact a reasonable cross section of the United States and its people.

Teacher-educating institutions particularly are being challenged to enlarged horizons through more accent on comparative education, that is the study of education in other countries. In the International Workshop on Social Studies which I co-chaired at Heidelberg, Germany, we had representatives from 10 countries give addresses on education in their lands. Comparative education is a neglected area in most teacher-educating institutions and professional organizations. Furthermore, one learns much about the genesis of American education by reading pertinent passage about the history of European education.

The further challenge to breadth is that of spreading participation in international education. At present over 40,000 teachers and students from other lands are visiting in America. More reciprocity is needed in educational exchanges.

The benefits of international education are further spread by community programs.

International education is not merely for educators. It can be enriched by being enlarged in clientele.

Length

International education challenges us in a third dimension—length, which reaches back into the past and forward into the future.

One should know the works of the political and educational philosophers of yesteryears. One reason history repeats itself is because we do not learn from the past.

Many current programs of exchanges must be elongated into the future. Too many visitors to the U. S. follow the U. S. custom abroad; namely, flying from one place to another in rapid butterfly fashion. This often leads to misinterpretations—especially of public education.

Furthermore, many years are required for evaluation of both short- and long-term programs. They must stand the test of time here and abroad.

Too many persons currently participating in the planning and execution of international programs of education are inexperienced. We must accumulate a reservoir of people, enthusiastic, competent, and experienced in international relations at home and abroad.

Length must be added to planning. Long-term programming is an attempt to substitute critical thinking for intuition. Projects in international education should be planned in broad outlines at least a decade in advance. These long-term forecasts are mutable and subject to revision in the light of experimentation and research. Certain areas, such as large-scale exchanges of students and teachers, are relatively new. The exact technique for forecasting a complete long-term program have not been perfected as yet, but continued experience, research, experimentation and evaluation will aid materially in improving methods.

A major question that challenges educators is: "What can we plan and do in the next half century of international education?"

Height

In the preface a best-selling Anna-purna, the President of the French Himalayan Committee praises Maurice Herzog and the virtues of mountain climbing. If people cannot climb Himalayan heights, at least they can "look unto the mountains from whence cometh their help." Action must be wedded to vision. International education around the world is challenged in a fourth dimension—height.

As to the role of the United States, David Lawrence, editor of the U. S. News and World Report had editorialized thusly: (December 7, 1951, p. 88)

"No single nation ever had such an opportunity as the United States has today to carry the torch of idealism and to follow through with practical programs of a co-operative nature to help bring about an equilibrium of peace... Only a brave spirit of morality and unselfishness will save America now. Her worldly goods, her tanks and her airplanes will be of no avail if there is no fighting heart, no fighting spirit, to defend ideals."

Finally then, international education must ascend to the highest level—the spiritual plane. God is the first and foremost internationalist. He created the universe. He is the author of the first declaration of human rights. The continuing challenge of international education is that we transcend narrow political and ethnological boundaries and ascend the higher universal realm of moral and spiritual values. The higher we ascend here, the clearer we can see the wide world. From this vantage point of the mountain tops we learn that the brotherhood of man advances under the fatherhood of the creator. 'God hath made of one blood all nations of the earth, for to dwell on all the face of the earth.'

3. PROGRAM

The program of American education is being subjected to much criticism these days. We should be grateful for the launching of the Russian Sputnik for it has also launched a program of constructivist criticism of the American educational system at all levels. In this modern scientific age, when soaring satellites and mighty missiles are being shot into outer space, much caustic criticism centers around the inner heart of education—the curriculum.

A few of the many current criticisms against the curriculum are tersely enumerated. The elementary school neglects the three R's. The high school has a watered-down curriculum that does not challenge the gifted, but perpetuates mediocrity. In college and university, with its unselected and semi-selected students, the extracurricular tail often wags the academic dog. (Parenthetically I am glad Hope College has linked an academic alumni college along with the extracurricular events of homecoming.) Even in adult education the cafeteria curriculum gives smorgasbord-seeking students what they want rather than what they need in today's interdependent world.

Obviously the curriculum must be content-centered. Academic excellence and not merely social adjustment is the top priority in education. The real school or college is a laboratory—a place for hard work with a necessary minimum of recreation. Intellectual exercises precede but do not preclude social experiences. "Home work" must be retrieved from the wastebasket of educational history. It is desirable for a high-school student to know how to drive a car safely, but first he must know how to read well. In these days of accent on outer space it is the inner mind and soul of man that must be nourished on substantial food.

The greatest improvement the U. S. can make in its program for American and international education is to establish an International Service Academy, comparable to West Point and Annapolis, where persons can be prepared thoroughly for international service.

4. PERSONNEL

Personnel—the human factor in education—should be given more accent in American education, if it is to compete successfully with other systems and contribute to them.

Quantitatively the human factor is important in American Education. No other country in the world has one-fourth of its population attending school or college. No country in the world has as large a percentage of students in high
school and college. Over a million persons are directly engaged in teaching, and these are assisted by another million in other academic and non-academic personnel. Yes, we are big numerically.

Qualitatively, we are not as selective, for example, as the German education system, where an elementary-school pupil at an early age has to take competitive examinations to see whether he shall continue his academic education, leave it, or attend vocational schools or go into apprenticeship. The German vocabulary has difficulty finding a translation for our expression, "equality of educational opportunity."

We can learn much from other countries in regard to respect for teachers and the teaching profession. In India the teacher is a "guru" or respected member of the community. A recent survey in Germany, comparable to the Gallup poll, showed that the most respected person in a typical German town is the teacher.

Visitors to this country often comment on the beauty and grandeur of our buildings. Would that they would and could comment excitedly about our teachers. In India and Pakistan I have seen much fine teaching between muddy walls, and here in America we have seen much muddy teaching in marble halls. Since one-half of the American teachers leave teaching the first five years, teaching is a procession rather than a profession. Teaching in the United States must be elevated to higher attitudes and altitudes. As former President Hutchins of the University of Chicago said, "You can't make teaching a profession when you pay them like coolies."

5. PROVISIONS

The provisions for American education, that is, the supplies, equipment, and buildings, are among the best, if not the best, in the world. It is significant that the U. S. Congress this year voted funds for equipment in vocational education, measurement and guidance.

"What is the greatest invention in human history?" To this question there are many answers but for education there is only one: "The greatest invention is printing." Next to teachers is the technical tool of textbooks. American textbooks are superior because of such factors as the application of child growth and psychology to writing and publishing, the improvement in printing and binding, and research by authors and publishers.

Most countries of the world can learn much from our library system. The library ought to be the heart of the school or college with arteries running into every room, and with veins to each pupil. It is said of George Lyman Kittridge, the famous American scholar in Shakespearean literature, that while walking through the Harvard College yard one day he pointed to Widener Library and said: "Every other building but that one could burn to the ground, and we would still have a university." Billy Lyon Phelps used to come to class each day with an armful of books in order to psychologize his students in English into reading more.

Despite the current shortage of school and college buildings, the U. S. is one of the leaders of the world in providing appropriate physical facilities. The ideal building is intimately fitted to the grounds but formed and fashioned to human needs—practical, psychological and aesthetic. The educational buildings should be planned as a unified collection of functional relationships, erected in close sympathy with its surrounding, and so fittingly furnished that its beauty charms the students who breathe into the architect's creation the breath of life.

6. PURSE

The final "p" I would like to mention is the purse—the money for education in the United States and around the world.

In many American communities the largest industry is education. Often at least half of the local tax dollar goes to the public schools. Many states spend more money on education than on any other function of government. Nationally, at least fifteen billion dollars is being spent annually for all forms of education. While the federal government dedicates only four per cent of its income to education, it has manifested increasing fiscal concern for schools and colleges under the permissive welfare clauses of the U. S. Constitution. The celebrated Northwest Ordinance clearly postulated: "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged." Yet it is regretted that the U. S. Constitution, said by Gladstone to be the grandest document ever struck off by the mind of man, does not contain the words "education" or "schools." By implication of the Tenth Amendment, the financing of schools is left to the states.

The purse for education in the United States and elsewhere is puny. More money should be spent on education. The recently published Rockefeller Brothers Report, The Pursuit of Excellence, states, "It is likely that ten years hence our schools and colleges will require at least double their present level of financial support to handle our growing student population." Education is an investment. Ignorance is expensive. An oriental proverb states: "If you have two rupees, spend one on food; the other on education." The one gives you life; the other gives you reasons for living. I hope and pray we can find the first dollar for food and the second dollar for education.

This talk can be summarized in another oriental proverb: "The greater the diameter of light, the greater the circumference of darkness."

![M.I.A.A. CHAMPIONS](image)

The Hope Basketball squad compiled its greatest record in history, 20-3; were Michigan Intercollegiate Athletic Association (MIAA) champs; quarterfinalists in the NCAA national basketball tournament and had one player, Paul Benes, named to the All-American team. The Dutch hit a total of 1,863 points in 25 games making an average of 81 points per game. They hit 753 out of 1,810 for 41 per cent from the floor and made 357 out of 560 at the charity line for 63 per cent. The team grabbed 769 defensive rebounds and committed 336 personal fouls.
CLASS NOTES

1949
George Zuidema, M.D. was appointed Chief Resident Surgeon at Massachusetts General Hospital, Boston, on January 1, 1959. Interested in Space Medicine, he serves as a consultant in that field. He is editor of a book "Gravitational Stress" being published by Little, Brown & Co. this spring. It deals with the physiology and human factors relative to acceleration and its many aspects (including space flight).

Howard J. Koop was doubly honored in January. He was appointed to the newly-created post of assistant comptroller — budgets, for his company, Northwestern Mutual Life Insurance Co. Concurrently he was appointed chief technical aide for the reorganization of the state government by Wisconsin's Governor Nelson.

1952
Kenneth Van Wyk recently accepted a call to become associate minister at Trinity Reformed Church, Holland.

Charles B. Zwemer, as "Chuck Bruce" is a Free Lance TV Commercial performer. He is often seen for American Airlines, Montgomery Ward and Salem Cigarettes.

John R. Skelton, Jr. accepted the position as senior supervisor Western Union in Los Angeles. Address: 1065 S. Norton Ave., Apt. 11, Los Angeles 19.

Fred L. Martin is district manager, Chevrolet Motor Division, in Newton Upper Falls, Mass.

1925
Martha Barkema, member of the Baylor University music staff, was honored by being listed in the "Directory of American Scholars" and in Marquis "Who's Who Among University Women." More prized is the honor given her late mother's memory when the faculty lounge in Baylor's new music building was furnished in her honor and memory. (Martha's mother died a year ago at the age of nearly 100. She had spent the last 16 years of her life with Martha and was a favorite of music faculty and students).

1932
Harold Hoover was reelected State Representative from the 2nd District in Illinois, in November.

1950
Walter A. Scholten, Jr., M.D. will finish a four year residency in obstetrics and gynecology at Wesley Memorial Hospital in July.

Wallace L. Norgrove was appointed director of student affairs at Union High School, Grand Rapids, in September.

1952
Roy Adelberg has accepted a position as Director of Audio Visual Aids for the Reformed Church in America.

1957
Ethel Peelen is a missionary teacher in Hope Christian High School in the Philippines. She teaches 22 college girls a course in kindergarten teaching. Address: 1242 Benavides St., Manila, Philippine Is.

Richard Kelly began his work as Muskogon county probation officer on March 2. He will do probation work with the Juvenile Court.

1932
Thomas H. Beaver's appointment as manager of industrial relations, Tractor and Implement division, Ford Motor Co. was announced in February.

1954
Susan R. Cubertson left the U.S.A. in February to do Missionary Nursing in Tanta, Egypt. She will have a three year term. Address: American Mission Hospital, Tanta, Egypt, U.A.R.

William G. Parson is an assistant in the consulate of India in San Francisco. Address: c/o Consulate General of India, 417 Montgomery St., San Francisco 4, Calif.

RECIPIENTS OF DANFORTH GRANTS
Donald I. Fairchild '51 and Ezra F. Gearhart '52 have been awarded Teacher Study Grants by the Danforth Foundation for the school year 1959-60. A Danforth grant provides that the recipient spend eleven months of study toward the doctorate degree in an American university.

Don, who is currently teaching history at The Citadel, Charleston, S. C., will do his work at UCLA. "Eazy" is planning to continue his study of German at the University of Indiana. He has been a member of the German faculty at Hope since 1954.

OVERSEAS MISSIONS
John G. Mulder '31 was a U.S. delegate to International Standards meetings in Paris and in Harrogate, England, in the field of photography, during the summer of 1958.

REPRESENTING HOPE COLLEGE
Simon Heemstra '24 at the inauguration of Jared F. Gerg as President of Fort Wayne Bible College on January 16.

Necrology

John C. Hoekje '06, a member of the faculty of Western Michigan University for 39 years, died January 21, in Bronson Hospital, Kalamazoo.

A native of Kansas, Mr. Hoekje was educated in Fremont, Michigan, and Hope College. He received an honorary master of education degree from Hope also.

Before joining the Western Michigan staff, he was superintendent of schools in Sioux Center, Iowa; Zeeland and Grand Haven. He went to Western in 1916 as a teacher of education and psychology. The following year he became director of extension, a post he held until 1947, and in 1921 was named registrar. He served as dean of administration-registrar from 1945 until his retirement in 1955.

Mr. Hoekje was widely known throughout Michigan. He was a leader in campus and community activities.

He is survived by his wife, Helen; one daughter, Mrs. Spencer Brown, Darien, Conn.; two sons, John C., Jr., Grand Rapids, and James W., Wheaton, Ill., and ten grandchildren; three sisters, Grace Hoekje Hendelink '03, Hannah Hoekje '06 and Gertrude Hoekje Stegeman '12.

Mildred Mulder Weaver '39 died on January 6 at her home in Hart, Michigan. Before her marriage to her classmate, Donald Weaver, she taught in the Holland Public Schools for six years.

Surviving besides her husband are three children, Candace, Jean and Richard; her parents, Mr. and Mrs. Cornelius Mulder (father, Hope '15), Holland; a sister, Eleanor Dudley '46, Ann Arbor, and a brother, Dr. Donald Mulder '48, Los Angeles.

Cornelius Koopman '31N died in a Lansing, Michigan, hospital on January 31 following surgery. He had operated a flower shop in Lansing for many years.

Harry C. Kremers '13, retired research chemist and consultant with Harshaw Chemical Co., Cleveland, Ohio, died of a heart attack on December 12, 1958, at his home in Mentor on the Lake, Ohio. He is survived by Mrs. Kremers.

Mark Ruisard '38, radio and television engineer in Chicago for 18 years, died in a hospital in Glen Ellyn, Illinois, on March 18. He is survived by his wife, Dorothy Boone '40; a son, Bruce, 15; a daughter, Barbara, '12, and his mother of Holland.
Saturday, May 30—Board of Directors Meeting, 8:30 A.M. Durfee Hall

Saturday, May 30—Alumni Dinner, Civic Center, 6:30 P.M.

Sunday, May 31—Baccalaureate Service, Memorial Chapel, 3:00 P.M.

Monday, June 1—Commencement, Memorial Chapel, 10:00 A.M.

Friday, July 24—Hope College Village Square, Campus
Lois Op’t Holt Workman ’53, Chairman

Friday, Saturday, Sunday, October 16, 17, 18—HOMECOMING

CLASS REUNIONS—MAY 30, 1959

Class of 1909—Wynand Wichers and John A. Dykstra, Committee

Class of 1924—Simon Heemstra, M. A. Hoffs, Marie Kruyf Blaauw, Pearl Paalman Veldman, Committee

Class of 1929—Herman Laug and Al Vanderbush, Committee
1:00 P.M. Durfee Hall, Terrace Room

Class of 1949—Peggy Prins De Haan, Mary Vande Wege Boeve, Connie Hinga Boersma, Committee
Luncheon, American Legion Country Club, 1:00 P.M.

Class of 1954—Norman Gysbers and Larry Veenstra, Committee
Luncheon, Durfee Hall, Juliana Room, 12:30 P.M.

50 Year Circle—Civic Center, Green Room, 5:00 P.M.